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| **Themes** | **Vocabulary** | **Functions** | **Spanish Structures** | **French Structures** |
| I Contemporary Life  (Possibly divide into 2 themes)  1-Your generation  2-Stages of life | Literary terms  School/college  Job/interview  Salvavidas  Lupita  Primero  Manana | Read and interpret the significance of irony. (Literature and life)  Retell personal experiences based on coming of age themes.  Analyze literary elements of a story.  Read and interpret non-fiction articles.  Compare and contrast schooling in the US to a different country. | Preterite / Imperfect  Present  Future/ si clauses  (Future perfect)?  Compartivo y superlativo | La formation des adverbes  Passé compose et l´imparfait  Le present  Le comparatif et le superlatif  Le futur avec “si” |
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| II  Global challenges / environment | Guerra de los yacares  Poetry  Puerta de Infierno | Reflect on personal experience regarding nature.  Compare and contrast cultural values  Read and interpret legends that explain natural phenomena.  Evaluate and debate preservation versus progression. | El subjonctivo (weirdo )  Conditional  (Conditional perfect) ? | Le subjonctif  ( la necessité, la doute)  Le conditionnel |
| -III  Ethics: Truth and Consequences | Posada  Gueso ?  Chac Mool | Connecting personal experience with legends with morals  Create or reenact a legend to address ethical questions. (moral)  Read and interpret foreshadowing in literature.  Make predictions in literature.  Determine morals and infer theme messages. | Si clauses  Past subjunctive  Perfect tenses | Clauses avec si  Le passé du subjonctif  Perfect tenses |
| Relevance / Connection | | | |  |
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